DOCUMENT RESUME

ED 040 705 JC 700 173

AUTHOR	Blai, Boris, Jr.
TITLE	Job Satisfactions and Work Values for Women.
INSTITUTION	Harcum Junior Coll., Bryn Mawr, Pa.
REPORT NO	IRR-70-40
PUB DATE	Jul 70
NOTE	15p.
EDRS PRICE	EDRS Price MF-$0.25 HC-$0.85
DESCRIPTORS	Career Planning, Educational Planning, Guidance Counseling, *Job Satisfaction, *Junior Colleges, Self Actualization, Surveys, *Values, *Work Attitudes, *Working Women

ABSTRACT

This survey investigates relationships between the work values of 1,871 women with certain demographic variables in order to provide planning and counseling information for educational and other institutions. The work values--defined by Eyde (1962)--are expressed needs for: dominance-recognition, economic success, independence, interesting activity, mastery-achievement, and social status. Demographic variables linked with work values are marital status, age, educational attainment, current employment status, career pattern, socio-economic status, and field of work. Tabulations comparing work values with the demographic variables indicate that the central reason women work is for mastery-achievement, and that this reason is closely followed by social need fulfillment. Another important work value, one closely associated with social opportunities, is the interest generated by the activity. The value of independence appears relatively moderate compared with the others. On the other hand, the two least important work values indicated were the achievement of dominance or recognition, and economic success. (JO)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED040705

JOB SATISFACTIONS AND WORK VALUES for WOMEN

A Research Contribution to Educational Planning

IRR 70 - 40

Office of Research
Harcum Junior College
Bryn Mawr, Penna. 19010

JC 700 173

UNIVERSITY OF CALIF.
LOS ANGELES

JUL 27 1970

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

HARCUM JUNIOR COLLEGE
BRYN MAWR, PENNA. 19010

JOB SATISFACTION AND WORK VALUES for WOMEN

Overview

Numerous studies concerning men have been conducted, revealing that their work values emphasize the economic rewards; management of others; recognition; stability, and independence. This paper examines the reasons why women work, and it finds her work values widely disparate from the values men have stressed. For example, all women who responded to the questionnaire demonstrated a high need for their work to provide for the Mastery-Achievement value. This, incidentally is the only work value which consistently crosses all demographic variables discussed. Therefore it must be considered as the central work value for these women. In addition, women appear to share a strong need to derive a sense of accomplishment and satisfaction from their work. They consistently select items which reflect a desire to use their training and education; to keep current with occupational changes; to use their time fruitfully.

The second most significant value that women seek from their work is the social value; fulfillment of their social needs. Working provides them with the opportunity to make new friends and discover new social outlets. They seek an escape from loneliness, boredom, and lack of stimulation.

Another important work value for women is Interesting Activity. This value is closely associated with their expressed need to find social outlets. Therefore, women tend to seek an opportunity to vary experiences and avoid boredom.

Independence appears to be only a moderate need for women. They evidently are not going to work to free themselves from felt restraints, but there does appear to be some need for women to demonstrate that they could be independent, if circumstances so dictated.

The two least important work values of women are Dominance-Recognition and Economic. Women are not seeking control or supervision over other workers, whether male or female, and frequently seek to avoid this responsibility. Women tend to shie away from items related to being leaders; organizing activities; and feeling important. And contrary to popular

opinion, it is noted that the economic rewards of work rate very low in the opinions of most women. These inter-locking findings leave major implications for the fields of education and counseling as they prepare young women for the world of work.

The above statements and much of what follows are drawn from a 1969 comprehensive study by Helen B. Wolfe entitled "Women in the World of Work". The population studied was some 1871 women who responded to an anonymous 29-item questionnaire.

Toward Economic Equality and Opportunity

Womanpower is one of our country's greatest resources. Women's skills and abilities are being used more fully and more creatively than ever before - in the home; in the community; and on the job. Since 1940, American women have been responsible for the major share in the growth of the labor force. They accounted for more than 60% of the total increase from 1940 to 1964, and their representation in the labor force has risen from one-fourth to more than one-third.

The growing contributions made by women to the economic life of the country has developed largely as a result of many social and economic changes of the last 25 years. Women have been freed for work outside the home by scientific and technological advances that have simplified home chores. The growth of new industries in a dynamic economy, and expanded activities in others, such as commerce and trade, have opened new doors for women in business; the professions; and the production of goods and services.

The increased demands for women as workers has been accompanied by broadened opportunities for their education; and by girls' and women's increasing awareness of the need for more training. The great emphasis in recent years on completion of high school; on occupational training; on university education; and on continuing education for mature women; has encouraged women to seek better preparation for jobs. This has facilitated their integration into the working world.

Women are promised greater equality and economic opportunity under various federal programs that mark, in recent years, an accelerated, national effort to eradicate discrimination based on sex, race or age. The varied social, economic and cultural factors that have led to these recent advancements for women in the world of work have actually been developing for decades, shaping a new pattern for women's lives. One of these factors, of major significance, is greater longevity; especially for women. The baby born in 1900 had a life expectancy of only 48 years, whereas the baby girl

born today can expect to live, on the average, to the age of nearly 74 years - a 54% improvement! In addition, the numerous factors that have extended the life-span have also reduced the incidence of disease, and have given women greater vitality for fuller employment of their added years.

Today, women are marrying young - half of them marry by age 20.5, and more marry at age 18 than at any other age. They bear their children younger - half of them have borne their last child at about age 30. By the time the majority of women have reached their mid-thirties, their children are in school and they can anticipate at least another thirty or thirty-five years of life to fill with enriching experiences. It is not at all surprising that so many women search for new interests beyond the home; about 9 out of 10 women, sometime in their lives, work outside the home.

Whether or not a particular woman will look for employment depends on a variety of economic, social, and psychological factors at the time in her life when she debates the decision. Of course, economic necessity is an important consideration for employment among mothers of young children; among women who have to support themselves; among wives whose husbands have inadequate or no income; and among women who have to support dependents without the help of a husband, but other, psychological needs have a tremendous influence also.

The majority of women in the labor force are married. These working women are concentrated in families in low and the lower range of middle-income brackets. These wives work, among other reasons, to supplement inadequate family income; raise the family's standard of living in general; or to help pay for a home or their children's education.

However, financial remuneration is not the sole, nor overriding reason that so many women are in the labor force. It is particularly significant to note that the more education a woman acquires, the more likely she is to seek paid employment, irrespective of her financial status. Evidently the educated woman desires to contribute her skills and talents to the economy not only for the fianncial rewards, but even more so, to reap the psychic rewards that come from achievement, recognition and service to society.

The increasing tendency of women to return to the labor force after their family responsibilities have lessened is illustrated by the changes between 1940-1965 in the labor force participation rates of mature women. For all women, 14 years and over, the rate increased 35% during this 15 year period. For women 35 to 44 years, it rose 59%; for those 45 to 54 it rose 100%, and for those 55 to 61 it rose 130%. Of the total women working in 1965, half were over 40 years of age, and of all women in 1965 in the age group 45 to 54, one-half of them were working. About 32% of all employed

women in 1965 were clerical workers; 16% service workers (except private households); 15% operatives, chiefly in factories; and almost 14% professional and technical workers.

Accompanying our rapidly shifting societal values, the image of women as workers, and potential workers, continues to change, with its future development still uncertain. There is evident a general resurgence of interest and concern about the expanding role of women in the world of work. This concern has stimulated a great deal of literature in recent years. Yet, very little definitive research has been done to examine the reasons why women work (their motivations); and the particular satisfactions they seek in their work-status. In the remainder of this paper we concern ourselves specifically with women's work values (their sought-after job satifaction) and relate these to specific demographic variables of age; marital status; education; socio-economic class; career pattern; field of work; and current employment status. As one might surmise, the findings discussed have a number of implications for educators and counselors which are significant in their educational and vocational guidance efforts.

A review of the literature reveals that research studies in the area of guidance-counseling for women have been meager, thus providing counselors with inadequate, empirical bases for understanding why women work. This paper describes the results of germane research about women's work values (job satisfaction), and how these values may be related to specific female demographic variables. An awareness of the interrelationships of expressed work values and demographic variables can provide educators and counselors with an expanded perception leading to better understanding of the meaning of work for women.

It is generally accepted that a number of variables interact in the formation of an individual's hierarchy or ranking of work values. Neither the values nor demographic variables described here exhaust either category. This fact obviously places certain limitations on the application of these research findings. However, some six work values and seven demographic variables are examined, considering what significant relationships, if any, exist among them.

The six work values considered were identifiable psychological needs (elements of job satisfaction), defined by Eyde (1962) as the expressed needs for: (1) Dominance-Recognition; (2) Economic value; (3) Independence; (4) Interesting Activity; (5) Mastery Achievement value, and (6) Social value. The seven demographic variables selected to be linked with the work values were: (1) Marital status, (2) age, (3) educational attainment, (4) current employment status, (5) career pattern, (6) socio-economic class, and (7) field of work.

The results of this investigation revealed the following facts:

(1) A number of attitudinal questions were posed and correlated with a woman's marital status. Women who differed in their marital status also differed in the degree of importance which they attached to the role of full-time homemaker. Married women assigned greater importance to the role than did either of the other two groups; single and divorced, separated, widowed women. The same was true when they responded to a question relating to the significance of the role of the mother.

(2) Generally, the married women viewed a job or career as relatively unimportant, while the other categories, (single and divorced, etc.) attached considerable significance to earning a living.

(3) The married women seemed to seek volunteer work to satisfy some of the desires which the other two groups of women seek in paid employment. Single, divorced, widowed, and separated women placed the least amount of importance upon the worth of volunteer work.

(4) Among the single women 83%, and among the married women 84%, felt that it was not desirable to work if one had preschool children. The third group of divorced, etc. were more liberal in their attitudes regarding a working mother with preschool children. Evidently the age of the child was an important consideration for the single and married woman because they become more tolerant of a working mother when her children were school age, than they had been when the children were preschoolers.

(5) Regarding the effect of women's marital status upon the values (job satisfaction) which she seeks from work, the following tabulation reveals such differences; a rank of 1 being the highest rank and 6 the lowest.

Table A. Work Value Ranking, by Marital Status Variable

Work Value	Single	Married	Divorced
Mastery-Achievement	1	1	1
Independence	2	5	2
Dominance-Recognition	6	4	6
Interesting Activity	5	3	4
Economic	4	6	5
Social	3	2	3

(a) All women placed the greatest emphasis upon the Mastery-Achievement value, with married women's scores revealing the most intensity.

(b) Single, divorced, widowed, and separated women showed a higher need for work to provide Independence than did married women.

(c) These same two groups evidenced an aversion to seeking Dominance-Recognition from their work. This particular value was not high for either the single or married woman.

(d) The Economic value of work was low for all women especially married, and

(e) All women rated the Social value of work highly, with married women displaying the greatest expectations of work providing social outlets.

If the rankings are tabulated by listing, in descending order of value-importance, the rankings of the single women, and then also listing the ranking orders for the other two groups, some interesting similarities become apparent:

Table B. Work Value Ranking, by Marital Status Variable

Work Value	Single	Married	Divorced
Mastery-Achievement	1	1	1
Independence	2	5	2
Social	3	2	3
Economic	4	6	5
Interesting Activity	5	3	4
Dominance-Recognition	6	4	6

(f) There is a striking similarity between the Single group and the Divorced, etc. group; being identical in all respects except that the relative value-importance (or ranking) of Economic and Interesting Activity needs are inverted for the Divorced group. This striking similarity appears in sharp contrast to the Married group which is dissimilar in all rankings with the other two groups except in the priority ranking of Mastery-Achievement shared by all three. Evidently marital status reflects a markedly altered pattern of psychological needs (work values) in contrast with single women, be they the never-get married (Single) or the once-married but single when queried for this study (Divorced, etc.).

(g) With regard to the relative "strengths" of these six psychological needs (work values or job satisfaction elements), it is noted that with one minor exception ("Independence" for married women), all three groups rank the same three work values among their 3-most-valued needs; namely (1) Mastery-Achievement, (2) Independence and (3) Social; in that order. Here too there is a striking similarity in the rated "strengths" of these 3 prepotent needs, which quite apparently is unaffected by marital status.

(h) With equal appropriateness, the same comments are applicable to the remaining three less-prepotent needs; the only exception being "Interesting Activity" for married women.

(i) And so, from the apparent diversity of Table A to the very marked similarities revealed by the rearranged listings in Table B, there is a far greater amount of similarity in the ranking of these work values (psychological needs) among this sample of 1871 women, grouped by marital status, than there are dissimilarities.

(6) Turing to the variable of age, and its relationship to the "strength" ranking of the six psychological needs, Table C summarizes the rankings of six age groups.

Table C. Work Value Ranking, by Age Groups Variable

Work Value	17-24 Years	25-34 Years	35-44 Years	45-54 Years	55-64 Years	65+ Years
Mastery-Achievement	1	1	1	1	1	1
Social	2	2	2	2	2	2
Independence	3	6	5	4	4	3
Economic	4	4	6	6	6	5
Interesting Activity	5	3	3	3	3	4
Dominance-Recognition	6	5	4	5	5	6

As Table C reveals:

a) All women, regardless of age group, place highest emphasis upon the Mastery-Achievement value, and next highest emphasis upon the Social values to be found in work.

b) The youngest women (17-24 years) and the Senior citizens (65+ years), reveal the same pattern of rankings, with the exception of inversion of Interesting Activity and Economic values.

c) As in the case of rankings by marital status, (see Table B), Mastery-Achievement work value is "top-ranked" by all categories. The two values of Economic and Dominant-Recognition are consistently among the 3-least-prepotent needs in the rankings of all categories.

d) Once again the element of similarity in needs (job satisfactions sought), without regard to particular age group, is quite evident. The two needs of Mastery-Achievement and Social are among the "top-3", whether grouped by marital status or age, and the two needs of Economic and Dominance-Recognition are among the "bottom-3."

(7) With regard to the variable of educational attainment, and its relationship to ranking of the six work values, Table D summarizes the rankings of 7 educational attainment groups:

Table D - Work Value Ranking, By Educational Attainment Group Variable

Work Value	6 yrs. or less	7-9 yrs.	10-11 yrs.	12 yrs.	13-15 yrs.	16 yrs.	17+ yrs.
Mastery Achievement	1	1	1	1	1	1	1
Social	2	3	2	2	3	2	2
Independence	3	2	4	5	4	5	4
Interesting Activity	4	4	3	3	2	3	3
Dominance-Recognition	5	6	6	6	6	4	5
Economic	6	5	5	4	5	6	6

As Table D reveals:

a) Once again, all women, regardless of amount of schooling, valued Mastery-Achievement above all other values.

b) Once again, Dominance-Recognition and Economic are among the "bottom-3" values, and Mastery-Achievement and Social values continue to be ranked among the "top-3".

c) This theme of similarity is also revealed in the facts that at both ends of the educational attainment groups there is great matching between the "6 years or less" and their contiguous neighbors, "7-9 years", as well as between "16 years"and "17 + years."

d) The importance of work providing independence as a job satisfaction value was higher for women who had less education, as well as having the lowest expectation for work to offer Interesting Activity.

(8) The variable of current employment status and its relationship to the six psychological needs (work values) is summarized in Table E to examine whether a woman's current employment status will affect the values (job satisfaction) which she seeks from work:

Table E - Work Value Ranking, By Current Employment Status Variable

Work Value	Employed full-time	Employed part-time	Not Employed	Volunteer Work
Mastery-Achievement	1	1	1	1
Social	2	3	2	2
Interesting Activity	3	2	3	3
Independence	4	6	5	5
Economic	5	5	4	6
Dominance-Recognition	6	4	6	4

As Table E reveals:

a) At the risk of becoming repetitious, it is again evident that "Mastery-Achievement" is top priority; that along with Social value, ;it continues to be among the "top-3"; and that there is a high degree of similarity in rankings among all groups except "part-time employed."

b) Women who were employed full-time showed the greatest need for Independence; whereas those working part-time showed the least expectation. This latter group also had the greatest expectations for work to offer "Interesting Activity."

(9) The fifth variable that was considered in examining the work values of women, was the career-pattern. Five categories were utilized to differentiate among the career patterns of women, being the five-fold

classification created by Super (1957) in which he defines these groups as:

(1) Stable homemaking - never worked
(2) Conventional - work; married; homemaker
(3) Stable working - always worked; never a full time homemaker
(4) Double track - combined work and homemaking.
(5) Interrupted - work; married; homemaker; returned to work.

The results of these comparisons are summarized in Table F.

Table F - Work Value Ranking, By Career Patterns Variable

Work Value	Stable Homemaking	Conventional	Stable Working	Double Track	Interrupted
Mastery-Achievement	1	1	1	1	1
Social	2	2	3	2	3
Interesting Activity	3	3	5	3	2
Independence	4	5	2	4	4
Dominance-Recognition	5	4	6	6	6
Economic	6	6	4	5	5

As Table F reveals:

a) Mastery-Achievement continues as Number 1 value for all.
b) Social joins Mastery-Achievement in being ranked among the "top-3" work values.
c) Dominance-Recognition and Economic persist among the "bottom-3", less pre-potent, psychological needs, or work values.
d) Because of b) and c) above, there is marked similarity in rankings of these psychological needs among the five career-pattern groups.
e) Women who followed a stable working pattern showed the highest need for work to provide Independence, while those who had a conventional career pattern showed the least need.
f) Women with stable working patterns showed the least expectation for work to offer Interesting Activity, in contrast to women who had an interrupted career pattern.

When the attitudinal questions asked in the Survey were correlated with a woman's career pattern, it was found that women who differed in their career patterns also varied in the degree of importance which they attached to the homemaker role:

(1) Women who had stable working patterns attached the least importance.

(2) Women who never worked, and those with conventional career patterns attach the greatest importance to the role.

These same findings were also true when the women were queried about the role of a mother.

(3) Women with conventional career patterns attached the least importance to a job or career, only 10% saying that a job or career was very important.

(4) Women who never worked, and those with conventional career patterns, gave the most support for a mother with preschool children not working. The least support for this attitude was offered by women with double track and stable work patterns. This same response pattern emerged in reply to the question of working with school age children.

(10) The sixth variable considered was socioeconomic class. "The Two Factor Index of Social Position," developed by Hollingshead (1966), was employed. Respondents were categorized into five social classes; Socioeconomic Class I being the highest, Socioeconomic Class V the lowest. Table G summarizes the results of comparisons with the six work values to determine if a woman's socioeconomic class will affect the values (job satisfaction) which she seeks from work.

Table G. Work Value Ranking, By Socioeconomic Class Variable

Work Value	S.C.I	S.C.II	S.C.III	S.C.IV	S.C.V
Mastery-Achievement	1	1	1	1	1
Interesting Activity	2	3	3	3	5
Social	3	2	2	2	2
Dominance-Recognition	4	5	5	6	6
Independence	5	4	4	5	3
Economic	6	6	6	4	4

As Table G indicates:

a) Mastery-Achievement continues as the most-important work value need; along with Social, it is ranked among the "top-3" needs.

b) Dominance-Recognition and Economic persist among the "bottom-3" and

c) As a consequence of a) and b) above, there are considerable similarities among those in the various socioeconomic classes.

(11) The seventh, and last variable examined, was field of work. Respondents indicated their occupations, and their responses were classified into ten groups:

1 - Full-time homemaker

2 - Counselor; therapist; social worker; Y.W.C.A. worker; teacher; religious worker.

3 - Cook; waitress; charwoman; private household worker; elevator operator
4 - Saleswoman's public relations worker; real estate saleswoman; insurance saleswoman; broker; hostess
5 - Manager; proprietor; executive; public official; administrator.
6 - Accountant; bank teller; cashier; bookkeeper.
7 - Typist; clerk; telephone operator; secretary; stenographer.
8 - Machine operator; assembly line worker.
9 - Nurse; physician; laboratory technician; x-ray technician; medical technician; dental technitian.
10 - Other

The attitudes of women in various occupations revealed the following:

1 - The lowest ratings assigned to the importance of the role of a mother were made by women in both "helping professions" and administrators. This latter group also attached the least importance to the role of full-time homemaker.

2 - Some 92% of women who were full-time homemakers agreed with the premise that women should not work when they are mothers with preschool children.

3 - Only 58% of those women engaged in factory work agreed with the premise in 2 above.

4 - The most support for women with school aged children working was given by women engaged in "service" occupations.

This last variable, field of work, as relates to the six work values, is summarized in Table H.

Table H. Work Ranking Value, By Field of Work Variable

	Field of Work									
Work Variable	1	2	3	4	5	6	7	8	9	10
Mastery-Achievement	1	1	1	1	1	1	1	1	1	1
Social	2	2	2	3	6	3	5	5	2	2
Interesting Activity	3	3	3	2	2	2	2	4	3	3
Dominance-Recognition	4	4	6	6	4	6	6	6	6	6
Independence	5	5	5	4	3	5	3	3	4	4
Economic	6	6	4	5	5	4	4	2	5	3

Key: FW 1 = Full-time homemaker
2 = Counselor; etc.
3 = Cook; waitress, etc.
4 = Saleswoman; pub. rel.etc.
5 = Manager;proprietor,etc.
6 = Accountant; bank teller, etc.
7 = Typist; clerk; etc.
8 = Machine operator; assembly line, etc.
9 = Nurse; physician, etc.
10 = Other

As Table H. indicates:

a) the consistent pattern of Mastery-Achievement being of primary importance is reaffirmed once again.

b) The need for work to provide Independence was greatest for women in administrative positions; in clerical jobs; and factory work.

c) The now-familiar pattern of Mastery-Achievement and Social being among the "top-3" ranked values, is once again evident, as are Dominance-Recognition and Economic values among the "bottom-3".

(12) Rankings of the six work values as they relate to the seven demographic variables may be combined. The total number of times each work value is ranked in the 1st to 6th rank position presents the relative "strength" of the six work values or job satisfaction elements, as viewed by the sample of 1871 women. Table I presents this summary.

Table I. The Various Total Rankings of Work Values, All Demographic Elements Combined

Work Value	Ranked					
	1st	2nd	3rd	4th	5th	6th
Mastery-Achievement	40					
Social		27	10		2	1
Interesting-Activity		8	23	5	4	
Independence		4	7	14	13	2
Economic		1	1	11	12	15
Dominance-Recognition				10	8	22

As Table I reveals:

a) Without regard to specific demographic variable, Mastery-Achievement was selected 100% as 1st ranked; Social 67% as 2nd ranked; Interesting Activity 57% as 3rd ranked; Independence 35% as 4th ranked; Economic as 5th ranked 30%; and Dominance-Recognition 55% as 6th ranked.

b) As was previously noted, Mastery-Achievement and Social values (with only 3 exceptions) are consistently ranked among the "top-3" work values (psychological needs) sought after by women in the work environment. They are pre-potent in a hierarchy of the six work values studied. Conversely, with only 2 exceptions, the least pre-potent of the six values are the work values of Economic and Dominance-Recognition.

c) The two somewhat ambivalent work values, Interesting Activities and Independence, are ranked variously over the range of 2nd through 6th rank position; thus placing them squarely between the highest and lowest pre-potent work values.

d) In this connection, it is of interest to note that in a study of some 470 male and female Federal government employees, it was determined (Blai, 1964) that the three most pre-potent work values (psychological needs) among a hierarchy of some fourteen needs, consisted of; (1st) Interesting Duties; (2nd) Job Security and (3rd) Self-Actualization (the need for self-fulfillment; striving to be what one believes oneself capable of being).

* * * * * * * * * * * * * * * * * *

To test the significance and predictive power of each of the seven demographic variables (the independent variables) in the Wolfe (1969) study, each of the six work values was treated as a dependent variable and submitted to a Multiple Linear Regression Analysis. Briefly summarized, the results were:

Work Value	Demographic Predictors	Confidence Level
1. Mastery-Achievement	Field of Work	99%
2. Social	no valid predictor	
3. Interesting Activity	1. Field of work 2. Work Pattern	99%
4. Independence	no valid predictor	
5. Dominance-Recognition	Field of Work	95%
6. Economic	Field of Work	90%

Therefore it is clear that the work values of Mastery-Achievement; Dominance-Recognition; and Economic, can be predicted through knowledge of a woman's field of work. Also, the value of Interesting Activity can be predicted through the use of two demographic variables; educational attainment and work pattern.

In summary then, women evidence some variations in their work values according to age; marital status; socio-economic class; career pattern; employment status; field of work; and education. However, as Tables B through I clearly reveal, there is a consistently strong degree of similarity between the expressed work values, (or job satisfaction elements) sought by working women. Mastery-Achievement and Social values are consistently and almost 100% of the time among the "top-3" work or job satisfaction values sought after. Equally consistent is the evidence that the least prepotent work values sought are those of Dominance-Recognition and Economic; again virtually 100% of the time ranked among the "bottom-3" values sought by women in the world of work.

These summary facts should always be kept in mind when counseling women. Since women appear to demonstrate a strong need for their work situation to yield the Mastery-Achievement value, counselors miss the true needs of girls and women if their educational and vocational counseling stresses some other value as primary.

Counselors should also note well that salary has not ranked with the next most prepotent work-related psychological need which women seek to satisfy - their Social needs.

The next two needs sought are (1) Interesting Activity and (2) Independence. It becomes evident that the woman who is tired of a stack of dirty dishes to wash after every meal is a good candidate for a job that is more interesting in its activity than rewashing the same plate 21 times a week! Then again, although women may not be going to work to free themselves from felt restraints, there evidently is some need for women to demonstrate that they could be independent if circumstances should require.

And finally; the two least important work values sought by women are: (1) Dominance-Recognition and (2) Economic values. Evidently most women are not seeking control or supervision over other workers, whether male or female, and frequently seek to avoid this particular responsibility. Counselors should be aware of the fact that it is the unusual woman who feels the need to dominate others on the job. Even women in executive positions rated this value only fourth out of the six (See Table H).

Contrary to popular belief, the views of this sample of 1871 women showed the economic reward of work consistently rated very low in their eyes. Among the six values, it is ranked second lowest or 5th rank out of 6. Thus counselors might well concentrate on the other four more prepotent values, particularly the Mastery-Achievement, Social and Interesting Activity value possibilities in various occupations and specific jobs.

Educators and counselors will find in Tables "A" through "I" valuable, factual data, directly applicable to their educational and vocational counseling of girls and women entering the world of work.

Boris Blai, Jr. Ed.D.
Director of Research
July 1970

References

Blai, Boris, Jr. - "An Occupational Study of Job Satisfaction and Need Satisfaction" J. of Experimental Education. V32 No.4. Summer 1964.p.383-388

Eyde, Lorraine D.-"Work Values and Background Factors as Predictors of Women's Desire to Work." Research Monograph No.108, Bureau of Business Research, Ohio State University, 1962

"Handbook on Women Workers," Bull. No.290,U.S.Dept. of Labor, 1965

Hollingshead, August, "Two Factor Index of Social Position" New Haven, Yale University Press, 1966

Super, Donald E.-"The Psychology of Careers." New York, Harpers, 1957

Wolfe, Helen B. -"Women in the World of Work" Division of Research, The State Education Dept. New York, 1969